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ABSTRACT

This paper describes the preliminary findings of a national survey of state requirements for cooperating classroom teachers serving as supervisors of student teaching. It represents a 90 percent national response, with data from all but five states (i.e., Kansas, New Mexico, Rhode Island, Texas, and Utah). Reported information includes: (1) certification in teaching area; (2) supervision in student teaching course; (3) required number of years of experience; (4) required degree; (5) other requirements; and (6) change in State requirement(s) for cooperating teachers during the period 1982-87. In addition to the findings from the national survey, this paper discusses implications of the various responses and advances recommendations for the preparation of cooperating teachers. (Author)

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The Status of the "Significant Other" in Teacher Education

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In addition to the findings from the national survey, this paper discusses implications of the various responses and advances recommendations for the preparation of cooperating teachers.

The Status of the "Significant Other" in Teacher Education

A national survey of State requirements for cooperating teachers is currently being conducted. To date there is a 90% return. This preliminary report reflects data from all except five states; i.e., Kansas, New Mexico, Rhode Island, Texas, and Utah. The questionnaire sent to the fifty states comprised two sections: (1) items addressing specific information related to individual state requirements for cooperating teachers and (2) items addressing the numbers and areas of highest concentration of certification granted annually during the last five-year period (1982-87). This paper specifically addresses the section concerned with state requirements for cooperating teachers; i.e., (1) certification in teaching area, (2) supervision in student teaching course, (3) required number of years of experience, (4) required degree, (5) other requirements, and (6) change in State requirement(s) for cooperating teachers during the period 1982-87.

Insert Table 1 about here

Analysis of Table 1 reveals the following:

1. Fifty-eight percent of the respondents (26 of 45) indicated that certification in the teaching field is required.

2. Eighteen percent (8 of 45) of the respondents (i.e., Connecticut, Georgia, Hawaii, Louisiana, North Carolina, North Dakota, South Carolina, and Wyoming) reported that cooperating

teachers complete either the listing "Supervision of Student Teaching" or a comparable course. However, analysis of the responses showed that actually only 9% (4 states) require a course specifically designed for cooperating teachers--with Georgia, Hawaii, Louisiana, and North Dakota specifying "Supervision of Student Teaching" and Georgia supplying two additional alternatives (i.e., "The Supervising Teacher" and "Internship in Student Teaching"). Further examination of the responses revealed that (1) both Connecticut and North Carolina reported State programs (i.e., a "20-hour State-run Program for student teachers" and "State workshops on performance evaluation," respectively); (2) South Carolina noted a required course in "training in supervision" but did not identify a course specifically designed for cooperating teachers; and (3) Wyoming encourages but does not require the course "Supervision of Field Experiences."

3. Thirty-three percent of the respondents (15 of 45) reported specific teaching experience requirements ranging from 2 to 3-5 years, with 75% of these states (10 of 15) including a requirement of 3 years. It should be noted that although Illinois and Washington specified a requisite of 3-5 and 3 years, respectively, both states indicated that these "required years of experience" were recommendations. In addition, Oregon mandates that their practicum site personnel "shall have 3 years of successful experience immediately prior to the practicum." Not included in the 15 states reporting a teaching experience requirement is West Virginia. While this state does not have a

teaching experience requisite mandated at the Department of Education level, West Virginia universities implement NCATE standards in the student teaching program and require 3 years teaching experience as part of the standards.

4. Forty-nine percent of the respondents (22 of 45) reported degree requisites, with all except two states (i.e., Louisiana and Washington) specifying only baccalaureate degrees and Washington specifically recognizing exceptions. However, it should be noted that of the 23 respondents not reporting a degree requirement on the same questionnaire six states (i.e., Delaware, Florida, Hawaii, Illinois, New York, and Ohio) indicated a requisite of "certification in the teaching area." Purther, it should be recognized that (a) because all states include a baccalaureate degree for initial certification, interpretation of "no degree requirement" should be placed in perspective with initial certification requisites and (b) some responding states (e.g., Maryland) may have interpreted the survey item on degree requirement literally as a State "stated" degree mandate for cooperating teachers.

5. Forty-two percent of the respondents (19 of 45) reported "other requirements" in addition to the above items. These requirements listed in Table 2 include qualifications (a) placing the responsibility of selection of cooperating teachers on the supervising college/cooperating school/building administrators (i.e., Arizona, Nebraska, and North Dakota) or qualifying that the institutions of higher education be directed by NCATE standards (i.e., West Virginia) or by specific guidelines adopted

by the Board of Education (i.e., Vermont), (b) requiring that cooperating teachers hold specific types of certificates requiring successful teaching experience/additional college credits/graduate degree (i.e., Connecticut--Standard Certificate, Hawaii--Professional Teacher Certificate, Louisiana--Supervisor of Student Teaching Certificate, and Washington--Continuing Certificate), (c) requiring participation in State training programs (i.e., Connecticut, Mississippi, North Carolina, and South Carolina) or recommending such participation (i.e., Georgia), (d) specifying at what level/area teaching experience must have been completed (i.e., Ohio), (e) describing the expected attributes of the cooperating teacher (i.e., Alabama and Wyoming), or (f) merely stating that the teacher must be certified (i.e., Montana--where certification in the teaching area is not required).

Insert Table 2 about here

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6. Eighteen percent of the respondents (8 of 45) reported changes within the last five-year period (i.e., Connecticut, Mississippi, North Carolina, Oregon, Pennsylvania, South Carolina, Virginia, and West Virginia). Table 3 presents these changes.

Insert Table 3 about here

Inspection of Table 3 shows that the comments address:

provision for training and stipends for cooperating teachers (i.e., Connecticut); passing of a Clinical Faculty Programs bill (i.e., Virginia); formalization of required teaching experience (i.e., Oregon); evaluation of specific skills (i.e., Pennsylvania); training for and "passing" as Provisional Teacher Evaluator (i.e., Mississippi); adoption of area of Mentor Certification endorsement by State Board policy (i.e., North Carolina); and moving from institutional requirements to statewide requirements for cooperating teachers (i.e., South Carolina) while, conversely, moving from State licensure to institutional control of requirements based on NCATE standards (i.e., West Virginia).

Summary

The preliminary analysis of this survey of cooperating teacher requirements indicates that of the 45 responding states (1) twenty-six states have a requisite of certification in the teaching field; (2) only four states (i.e., Georgia, Hawaii, Louisiana, and North Dakota) require a course specifically designed for cooperating teachers; (3) four states (i.e., Connecticut, Mississippi, North Carolina, and South Carolina) require training/evaluation of cooperating teachers in "State" programs and one state (i.e., Georgia) recommends its training program; (4) one state (i.e., South Carolina) recorded a requirement of "supervision training" with no specifications regarding student teachers; (5) one state (i.e., Louisiana) requires State endorsement in Supervision of Student Teaching; (6) one state (i.e., West Virginia) moved from State licensure to

NCATE standards enforced by the individual universities; (7) two states (i.e., Louisiana and Washington) require a graduate degree; (8) one state (i.e., Hawaii) mandates the additional hours/degree required of the Professional Teacher; and (8) almost one-fifth of the respondents (8 of 45) cited changes in cooperating teacher requirements during the last five years.

Implications

Based on the statistics and comments from the various states, the following implications deserve consideration:

1. West Virginia's stance on institutional requirements based on NCATE standards for cooperating teachers instead of State licensure may portend similar postures among other NCATE certified institutions or NCATE aspirants.

2. Oregon's formalization of three years of teaching experience as a requirement for cooperating teachers and the fact that one-third of the states reporting to date requires some experience of cooperating teachers are indicators of recognition for the need for experienced teachers to serve as models and mentors.

3. Evaluation of specific cooperating teacher skills and implementation of State programs (i.e., Connecticut, Georgia, Mississippi, North Carolina, Pennsylvania, and South Carolina) reflect recognition by State Departments of Education of the necessity for identifying highly skilled supervisory teachers.

However, this preliminary report on the national survey of the status of the "significant other" in teacher education demonstrates the lack of preparation and established standards in

the vast majority of our States for individuals who are critical in teacher preparation.

Recommendations

Attention must be focused not only on the preparation of cooperating teachers but also on a requirement of experience before empowering individuals with the authority and accompanying responsibilities to provide and supervise student teaching experiences. In keeping with national recommendations (e.g., Holmes and Carnegie reports) to upgrade teacher education, serious consideration must be given to the preparation of cooperating teachers in terms of advanced degrees. Further, cooperating teachers should be allowed to supervise in fields only where they themselves are certified. And finally, the required preparation should include a course or State programs specifically designed for prospective cooperating teachers.

This course program should include: classroom observation techniques; data collection strategies; evaluation techniques; knowledge of what research has to say about interpersonal, personal, and teaching skills of good teachers and about student teaching; preparation for developing positive interpersonal, personal, and teaching skills in teacher candidates; and, as a proactive measure, knowledge of the legal aspects of cooperating teachers and student teachers. In addition, cooperating teachers must be versed in university expectations of their student teachers, their cooperating teachers, and their university supervisors. It is critical that cooperating teachers participate in a comprehensive preparatory program before

assuming their awesome responsibilities as supervisors of student teaching.

TABLE 1

PRELIMINARY REPORT ON 1987-88 STATE REQUIREMENTS FOR COOPERATING TEACHERS

NAME OF STATE	1	2	3	4	5	6
Alabama			3		*	
Alaska						
Arizona	*			*	*	
Arkansas						
California						
Colorado						
Connecticut	*	**	3	*	*	*
Delaware (telecom.)	*					
Florida	*					
Georgia	*	*	2	*	*(rec.)	
Hawaii	*	*	3		*	
Idaho	*			*		
Illinois	*		3-5(rec.)			
Indiana						
Iowa						
Kentucky						
Louisiana	*	*	3	**	*	
Maine						
Maryland						
Massachusetts						
Michigan	*			*		
Minnesota						
Mississippi	*			*	*	*
Missouri						
Montana				*	*	
Nebraska	*			*	*	
Nevada (telecom.)	*			*		
New Hampshire						
New Jersey				*		
New York	*					
North Carolina	*	**		*	*	*
North Dakota	*	*	2	*	*	
Ohio	*		3		*	
Oklahoma						
Oregon	*		3	*		*
Pennsylvania (telecom.)	*			*	*	*
South Carolina	*	***	2	*	*	*
South Dakota						
Tennessee						
Vermont	*		3	*	*	
Virginia	*		3	*		*
Washington	*		3(rec.)	**	*	
West Virginia(telecom.)	*			*	*	*
Wisconsin	*		2	*		
Wyoming	*	*(rec.)	3	*	*	

1 = certification in teaching area
2 = supervision in student teaching course
3 = number of years of required experience
4 = required degree
5 = other requirements
6 = change in State requirements for Cooperating Teachers (1982-87)

Columns 1, 2, 5, 6

* Yes
** State program
*** Supervision course not specifically addressing teachers.

Column 4

* Baccalaureate degree
** Master's degree

Note: No response or N/A interpreted as negative response. Table 1 reflects responses from 45 states to date.

State	Other State Requirements
	planning and carrying out instruction in the classroom. Upon completion teachers receive Supervising Teacher Services (STS) Certification. This training and certification is recommended but not required at this time. Universities offer program for credit in a 2 or 3 course sequence program.
Hawaii	Professional Teacher Certificate.
Louisiana	Must hold Louisiana type "B" Certificate and Supervision of Student Teaching endorsement.
Mississippi	Must be trained and "pass" as provisional teacher evaluator.
Montana	Must be a certified teacher.
Nebraska	"Success" in view of building administrator.
North Carolina	Effective teacher training (State workshops on performance evaluation). Program may be taught by (1) Regional Centers' state personnel, (2) school system with trained personnel, or (3) universities (for course credit). Teachers receive "Mentor Certification," valid for supervision of student teachers and beginning teachers.
North Dakota	Recommended by administration.
Ohio	There is a standard which requires that cooperating teachers have a minimum of 3 years experience in the field for which the service is provided.
Pennsylvania	All new teachers including cooperating teachers as of 6/1/87 receiving instructional certification for the first time will be required to pass the Pennsylvania Teacher Certification Testing Program.
South Carolina	1. Completion of an institution's program for cooperating teachers defined as "a formal

Table continues

State	Other State Requirements
	effort provided by the institution designed to enhance the effectiveness of the cooperating teachers." 2. Completion of the 3-day reliability training program for observers using the state performance assessment instrument for student teachers--Assessment of Performance in Teaching (APT). 3. Attendance at an orientation session (different from above item 1)--addressing policies, procedures, rules and regulations. 4. Annual recommendation by superintendent or his designee for service as a cooperating teacher.
Vermont	The placement of student teachers is the responsibility of the college and must meet the following requirement: 1. The placement must be with a qualified teacher in an appropriate setting. 2. The college must have a written agreement with the school in which a student teacher is placed, outlining the responsibilities of each party. 3. The college will maintain a core of cooperating teachers and will provide them with training in the strategies and methods being taught in the teacher preparation program. 4. The student teaching placement process must be detailed in a student teaching handbook.
Washington	State Board rules require that universities provide training for supervisors. In addition, a Continuing Certificate (5th year progress completion) is required.
West Virginia	Counties and colleges develop criteria for the

Table continues

State	Other State Requirements
	selection of cooperating public school personnel utilizing NCATE standards, which includes 3 years experience in the area in which they are working and systematic and regular faculty development provided for faculty, cooperating teachers, and others who may participate or contribute to the professional education program.
Wyoming	We look for the best, most creative teachers available and provide guidance and encouragement. Above all, the supervising teacher must want a student.

Table continues

Table 3

Preliminary Report Changes in State Requirements
for Cooperating Teachers
1982-87

State	Changes
Connecticut	We do not have a supervisor of student teaching endorsement. However, Public Act 86-1 which came out of the 1986 legislative session provided for the training of cooperating teachers and for stipends for the supervising of student teachers. The program was piloted in 1986-87 and is fully implemented for the 1987-88 year.
Mississippi	Cooperating Teachers must be trained as a provisional teacher evaluator.
North Carolina	"Mentor Certification" adopted by State Board Policy (7/1/87). This certification added new component and replaced Supervision of Student Teaching program.
Oregon	Three years experience formalized as rule.
Pennsylvania	As of June 1, 1987, a state test for all teachers receiving initial certification will be required.
South Carolina	Prior to 1986, each institution was required to develop criteria. The requirements referred to in items 2-5 of this survey [supervision of student teaching course, required experience, other requirements] are now required of all institutions.
Virginia	The 1987 General Assembly passed a bill relating to clinical faculty programs. It is hoped that funding for this program will be appropriated by the 1988 General Assembly.
West Virginia	Requirements were amended as of November 1987. State licensure is no longer required. Institutions of higher education develop criteria utilizing NCATE standards.